DOCUMENT RESUME

ED 175 499 JC 790 483

AUTHOR Preising, Paul P.
TITLE What Happened to the EOPS Students of Fall 1973? A Pilot Follow-Up Study Comparing EOPS and All Other First Time Entering, Fall 1973, Day Students at San Jose City College.
INSTITUTION San Jose Community Coll. District, Calif.
PUB DATE Jun 79
NOTE 51p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; *Academic Aspiration; Community Colleges; *Educationally Disadvantaged; Grade Point Average; Junior Colleges; *Junior College Students; Low Ability Students; *Persistence; Statistical Data; Transfer Students
IDENTIFIERS Extended Opportunity Programs and Services; Student Objectives

ABSTRACT

The academic performance and aspirations of first-time entering Extended Opportunity Programs and Services (EOPS) students in Fall 1973 were compared to those of all other first-time entering day students at San Jose City College using data from student records. Findings indicated that while 62% of all other students stated that an associate degree was their educational objective, only 30.6% of the EOPS students claimed the same objective. None of the EOPS students indicated an intention of obtaining a baccalaureate degree. Despite their lower aspirations, when compared to the 1973 entering freshmen, a greater percentage of EOPS students: (1) obtained associate degrees--14% vs. 5%; (2) were still enrolled after two years--36.7% vs. 27.2%; (3) had cumulative college grade point averages of 2.0 or better--83.7% vs. 70.1%; and (4) were accepted by four-year institutions--14.3% vs. 10%. Sample results of telephone follow-up interviews are included in the study report. Appendices present guidelines for replicating the study and include a sample interview outline. (DR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

- ED175499

What happened to the EOPS students of Fall 1973?

A pilot follow-up study comparing EOPS and all other first time entering Fall 1973 day students at San Jose City College

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paul Preising

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 790 483

Grants and Research Office
San Jose Community College District
June 1979

COVER BY CID, EVC

WHAT HAPPENED TO THE

EOPS STUDENTS OF FALL 1973?

A Pilot Follow-Up Study
Comparing EOPS and All
Other First Time Entering, Fall 1973,
Day Students at San Jose City College

by

Paul P. Preising
District Director - Grants and Research
SAN JOSE COMMUNITY COLLEGE DISTRICT
June 1979

TABLE OF CONTENTS

Page

ABSTRACT 1

ACKNOWLEDGMENTS 2

INTRODUCTION 3

PART I

STATEMENT OF PURPOSE 5

SELECTION OF EOPS POPULATION 6

ACADEMIC EXPECTATIONS UPON ENROLLMENT AT COLLEGE 8

Table 1.0 Statement of Intent to Obtain AA or AB Transfer Degree by EOPS Freshmen - First Time Entering San Jose City College, Fall 1973 9

A.A. DEGREES ATTAINED AND TRANSCRIPTS REQUESTED TO OTHER INSTITUTIONS . . 10

Table 2.0 Transcripts Requested to Other Institutions and Degrees/Certificates Granted Day First Time Entering Students at SJCC 11

NUMBER OF SEMESTERS OF WORK COMPLETED 12

Table 3.0 Number of Semesters of Work Completed by EOPS and All Other Day Students First Time Entering SJCC, Fall 1973-Spring 1977 13

Table 3.1 Number of Semesters of Work Completed by EOPS Students Who Received EOPS Grants Compared with All Other First Time Entering SJCC Day Students 14

Table 3.2 Number of Semesters of Work Completed by EOPS Students Who Received Funds for Work Study Compared With All Other First Time Entering SJCC Day Students, Fall 1973-Spring 1977 16

Table 3.3 Number of Semesters of Work Completed by Students Receiving EOPS Funds for Tutoring Compared With All Other First Time Entering SJCC Students, Fall 1973-Spring 1977 18

NUMBER OF UNITS COMPLETED 20

Table 4.0 Profiles of Units of Work Completed by First Time Entering Fall 1973 Day Students and Total EOPS Students 21

Page

Table 5.0 Profiles of Units of Work Completed by Categories of EOPS Students 22

UNITS OF WORK COMPLETED BY SUB CATEGORIES OF EOPS STUDENTS 23

CUMULATIVE COLLEGE GPA 24

Table 6.0 Cumulative College Grade Point Average of All Other First Time Entering and EOPS Day Students Fall 1973 - Spring 1977 25

NUMBER WHO TRANSFERRED TO A FOUR-YEAR COLLEGE 26

Table 7.0 Number and Percent of EOPS First Time Fall 1973 Day Students Who Transferred to a Four-Year College 27

PART II

PERSONAL FOLLOW-UP 28

DISCUSSION AND SUMMARY OF PART II 34

CONCLUSIONS 35

RECOMMENDATIONS 36

APPENDIX A Guidelines for Replication 37

Matrix for Data Collection 39

APPENDIX B Sample Interview Guide 41

A B S T R A C T

WHAT HAPPENED TO THE
EOPS STUDENTS OF FALL 1973

A PILOT FOLLOW-UP STUDY
COMPARING EOPS AND ALL
OTHER FIRST TIME ENTERING, FALL 1973,
DAY STUDENTS AT SAN JOSE CITY COLLEGE

DID YOU KNOW THAT:

Although the initial academic expectations were considerably lower for Extended Opportunity Program Services (EOPS) students who entered San Jose City College in Fall 1973 for the first time, when compared with all other first time entering Fall 1973 day students, after eight semesters the EOPS students:

--received a higher percentage of AA degrees,

--had a higher retention rate,

--completed more units,

--had higher GPA's,

--enrolled a higher percentage at four-year colleges/universities.

Detailed information is provided on the following pages.

ACKNOWLEDGMENTS

This study, What Happened to the EOPS Students of Fall 1973? - A Pilot Follow-Up Study Comparing EOPS and All Other First Time Entering, Fall 1973, Day Students at San Jose City College, was made possible by a grant of $8.000 from Special Project Funds of the Extended Opportunity Programs and Services.

We would like to express our appreciation for the support given us by Dr. Ronnald Farland, Acting Administrator, College Services, and Mr. David Agosto, College Services Specialist of the Chancellor's Office, California Community Colleges.

Our thanks also go to Dr. Otto Roemmich, Chancellor, San Jose Community College District, and Mr. Armando Moreno, Director of the San Jose City College, Coooperative Learning Program. Without their cooperation, this study could not have been completed.

Paul P. Preising
District Director
Grants and Research
June 1979

INTRODUCTION

In the Fall 1969 college year, a radically different program was put into operation to increase opportunities for disadvantaged students to enter and succeed in California community colleges. Named the Extended Opportunity Program Services or EOPS, the effort recruited minority, typically high attrition prone students, and provided them with grants, peer counseling, tutoring and other services in an effort to help them succeed at the community college.

The idea of giving grants of funds to high attrition prone students was thought by some educators in 1969 as heretical. Nevertheless, Extended Opportunity Programs and Services at California community colleges were implemented and EOPS was born.

After ten years of operation, there is ample testimony that eligible students have benefited from the EOPS program. The California State Legislature has become increasingly supportive and provided augmented funding. The program expanded to all 107 California Community Colleges.

Still, in all of the ten years of operation, no rigorous follow-up study of EOPS students has been reported. Probably the chief reason for this is that any follow-up study and especially one conducted on EOPS students is fraught with pitfalls, the major one being that students are mobile and after leaving college are practically impossible to contact.

Is there a way to conduct follow-up studies that can provide "hard data" in answer to questions regarding EOPS student performance? A consideration of this question led to this research report. It seemed reasonable that the data contained on student records in the colleges'

admission offices was about as "hard" as data could be. It also seemed reasonable that the same data could be collected on EOPS students as well as on all other students at the college. Why not then go back to Fall 1973, look at eight semesters of archival records--about the maximum time needed to attain an A.A. degree--and see how EOPS students performed as compared to all other students? Well, why not? Such was the reasoning that led to this report.

PART I

STATEMENT OF PURPOSE

The twin purposes of this study were the following:

1. To design and complete a pilot study that might serve, after individual college modifications, as a model to be used by other California community colleges to follow up the performance of EOPS students as compared to all other students in their respective colleges.

2. To compare the academic performance of first time entering, Fall 1973, Extended Opportunity Program Students, hereafter EOPS students, to that of all other first time, Fall 1973, entering day students at San Jose City College, hereafter SJCC, using hard data taken from student records, on each of the following:

a. Stated intention to obtain an A.A. degree or A.B. transfer degree.

b. Percentage who actually obtained an A.A. degree or transferred to another college.

c. Number of semesters and units of work completed at SJCC.

d. Cumulative grade point averages.

e. Percentage who actually transferred to four-year colleges.

SELECTION OF EOPS POPULATION

Since a study entitled, What Happened to the Class of 1973?, based upon first time enrolling day and evening students at San Jose City College, hereafter SJCC, had been recently completed, comparisons between these students and first time enrolling Extended Opportunity Program Students, hereafter EOPS, became possible. Thus, the performance of EOPS students on selected variables could be measured against those of all other day, first time enrolled community college students at SJCC in Fall 1973.

First time enrolled in Fall 1973 EOPS students were defined as a student who received either an EOPS grant, EOPS funds for tutoring, EOPS funds for work study. Each of these categories of EOPS students are handled separately as well as a total group of EOPS students.

After the EOPS population was defined, it was decided not to sample, but to collect data on the entire population of EOPS students by each of the three categories--EOPS grants, EOPS funds for tutoring, and EOPS funds for work study--using student records.

Data Collection

The collection of data involved the following steps:

1. EOPS records for Fall 1973 were investigated to generate lists of students who in Fall 1973 were given EOPS grants, funds for tutoring and funds for work study.

2. Since many students on each of the three lists were not first time enrolling in Fall 1973 (they had enrolled previously), it was necessary to check the permanent records of each student to verify date of first time enrollment.

3. The original lists were reduced to three lists of first time enrolling students Fall 1973 who received EOPS grants, EOPS funds for tutoring, EOPS funds for work study. These lists taken separately and together as a group comprised the EOPS population of this study.

4. Using the lists secured, each student's college record was reviewed and as much of the following data as was available was recorded: Name, social security number, address, phone, semester entered, semester left and failed to return, semester left and returned and left again, units attempted, units completed, transfer to EVC or not, Iowa Test of Educational Development in natural science, language, spelling, math, reading, Lorge/Thorndike Percentiles verbal, non-verbal, National Merit Scholarship Percentiles--recall, English, math, social science, word usage, place of birth, marital status, foreign or non-foreign student, last high school attended, high school graduate, year graduated, educational objective (A.A., A.A. and transfer), major, military service, honors, race/ethnic, H.S. GPA, college GPA. In short, all of the data that were on the college records were recorded for each EOPS student in the EOPS population.

5. Much of the above data were missing from student records. Only 29 of the 49 student record files were compartively complete.

However, all of the students' grade records with relevant data were complete. Thus, the questions posed for this study could be answered.

ACADEMIC EXPECTATIONS UPON ENROLLMENT AT COLLEGE

Sixty-two percent (62.0%) of all other first time day entering students at SJCC stated an A.A. degree was their intention as compared to thirty point six percent (30.5%) of the total EOPS population. The expectations or level of aspiration of EOPS students were considerably lower. Additional support for this observation is provided by the fact that none of the EOPS students stated their intention was to get a baccalaureate degree.

Table 1.0 shows that EOPS students have comparatively lower initial academic expectations.

TABLE 1.0

STATEMENT OF INTENT TO OBTAIN AA OR AB TRANSFER DEGREE BY
EOPS FRESHMEN - FIRST TIME ENTERING

SAN JOSE CITY COLLEGE

FALL 1973

	ALL OTHER 1ST TIME DAY ENTRY STUDENTS		EOPS STUDENTS 1ST TIME ENTERING SJCC							
			GRANTS		WORK STUDY		TUTORING		EOPS TOTAL	
INTENTION	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Stated AA Degree Was Their Intention	137	62.0%	5	35.7%	6	100%	4	44.4%	15	30.6%
Stated AB Degree Was Their Intention	1	0.5%	0	0%	0	0%	0	0%	0	0.0%
Stated No Answer*	83	37.5%	9	64.3%	0	0%	5	55.6%	34*	69.4%
	221	100.0%	14	100%	6	100%	9	100%	49*	100.0%

For this question only, data are not complete. Although permanent record cards are available on all 49 EOPS students, this question was not recorded on that card and was taken from other records. Consequently, for 20 of the 49 students, we have no response to this question.

A.A. DEGREES ATTAINED AND TRANSCRIPTS REQUESTED TO OTHER INSTITUTIONS

The fact that 14% of the EOPS students were granted A.A. degrees as compared to 5% of all other first time day entering students suggests the EOPS program has a significant positive effect on EOPS students.

This observation is slightly substantiated by the fact that at least 30% of the EOPS students as compared to 19% of the other first time day entering students requested transcripts be sent to four-year colleges.

From Table 1.0 we learned that the academic expectations of EOPS students were lower as compared to all other first time day entering students. Given the results above, one can assume that something affected a positive change in academic expectations and actual performance. Since other significant variables were controlled by the design of the study, the EOPS program at SJCC was probably responsible for this change.

Therefore, it is reasonable to conclude that the San Jose City College EOPS Program (Cooperative Learning Program) had a positive effect on increasing student performance as measured by attainment of A.A. degrees as well as academic expectations as measured by requests for transcripts to be sent to four-year colleges.

See Table 2.0 that follows for more detail.

TABLE 2.0

TRANSCRIPTS REQUESTED TO OTHER INSTITUTIONS AND
DEGREES/CERTIFICATES GRANTED DAY
FIRST TIME ENTERING STUDENTS AT SJCC

FALL 1973

	ALL OTHER 1ST TIME DAY ENTRY STUDENTS		EOPS STUDENTS 1ST TIME ENTERING SJCC							
			GRANTS		WORK STUDY		TUTORING		EOPS TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
No data re request for transcript, no degree granted	0	0%	5	25%	5	45%	9	50%	19	39%
No transcript request, no degree granted	161	72.9%	5	25%	1	9%	4	22%	10	20%
No transcript request, Certificate granted	0	0.0%	0	0%	0	0%	0	0%	0	0%
No transcript request, AA Degree granted	2	0.9%	1	5%	2	18%	0	0%	3	6%
Transcript requested to 4 year college, AA Degree granted	9	4.1%	2	10%	2	18%	0	0%	4	8%
Transcript requested to 4 year college, no AA Degree granted	33	14.9%	6	30%	1	9%	4	22%	11	22%
Transcript requested to 2 year college, no AA Degree granted	16	7.2%	1	5%	0	0%	1	6%	2	4%
Totals	221	100.0%	20	100%	11	99%	18	100%	49	99%

NUMBER OF SEMESTERS OF WORK COMPLETED

Table 3.0 provides the basis for the narrative below.

There were twenty-four and one half percent (24.5%) of the total EOPS students that discontinued San Jose City College during or at the end of the first semester; 75.5% of entering EOPS students re-enrolled after the first semester. These figures represent 4% more EOPS students continuing enrollment than all other first time entering freshmen.

After two years, 36.7% of the EOPS students who entered in the Fall of 1973 were enrolled at San Jose City College, compared to 27.2% of all other first time entering freshmen in Fall 1973.

After three and one half years, 12.2% of the EOPS students receiving funds enrolling as freshmen in Fall 1973 were still enrolled compared to 10.5% of all other first time entering freshmen in Fall 1973.

Despite the atypical performance with regard to attrition of the EOPS students who received EOPS funds for tutoring, the retention rate for the total EOPS students was similar to or tended to exceed that of all other first time entering day students Fall 1973 at San Jose City College.

The use of EOPS funds for grants and for work study appears to be a major stimulus for increasing the retention rate of EOPS students.

Because of the difference in behavior of the EOPS tutors, a detailed breakdown of each of the three groups--EOPS grants, EOPS tutors and EOPS work study--is provided along with explanations on each in the following tables (3.1, 3.2, 3.3).

TABLE 3.0

NUMBER OF SEMESTERS OF WORK COMPLETED BY
EOPS AND ALL OTHER DAY STUDENTS
FIRST TIME ENTERING SAN JOSE CITY COLLEGE
FALL 1973 - SPRING 1977

		ALL OTHER 1ST TIME DAY ENTRY STUDENTS				EOPS 1ST TIME ENTERING SJCC	TOTAL DAY STUDENT		
SEMESTER	LAST DATE OF ENROLLMENT	NO. DROPPED	%	CUMULATIVE %	% OF CONT. DAY STUDENTS	NO. DROPPED	%	CUMULATIVE %	% OF CONT. DAY STUDENTS
1	Fall 1973	63	28.5%	28.5%	71.5%	12	24.5%	24.5%	75.5%
2	Spring 1974	40	18.1%	46.6%	53.4%	9	18.3%	42.8%	57.1%
3	Fall 1974	18	8.1%	54.7%	45.3%	5	10.2%	53.0%	47.0%
4	Spring 1975	40	18.1%	72.8%	27.2%	5	10.2%	63.2%	36.7%
5	Fall 1975	12	5.4%	78.2%	21.8%	6	12.3%	75.5%	25.0%
6	Spring 1976	17	7.7%	85.9%	14.1%	5	10.2%	85.7%	14.3%
7	Fall 1976	8	3.6%	89.5%	10.5%	1	2.0%	87.7%	12.2%
8	Spring 1977	23	10.4%	99.9%		6	12.3%	100.0%	
	Totals	221	99.9%			49	100.0%		

TABLE 3.1

NUMBER OF SEMESTERS OF WORK COMPLETED BY
EOPS STUDENTS WHO RECEIVED EOPS GRANTS COMPARED WITH
ALL OTHER FIRST TIME ENTERING SAN JOSE CITY COLLEGE DAY STUDENTS

		ALL OTHER 1ST TIME DAY ENTRY STUDENTS				GRANT EOPS DAY STUDENTS 1ST TIME ENTERING SJCC			
SEMESTER	LAST DATE OF ENROLLMENT	NO. DROPPED	ATTRITION %	ATTRITION CUMULATIVE %	% OF CONT. DAY STUDENTS	NO. DROPPED	ATTRITION %	ATTRITION CUMULATIVE %	% OF CONT. DAY STUDENTS
1	Fall 1973	63	28.5%	28.5%	71.5%	5	25%	25%	75%
2	Spring 1974	40	18.1%	46.6%	53.4%	2	10%	35%	65%
3	Fall 1974	18	8.1%	54.7%	45.3%	1	5%	40%	60%
4	Spring 1975	40	18.1%	72.8%	27.2%	3	15%	55%	45%
5	Fall 1975	12	5.4%	78.2%	21.8%	2	10%	65%	35%
6	Spring 1976	17	7.7%	85.9%	14.1%	3	15%	80%	20%
7	Fall 1976	8	3.6%	89.5	10.5%	2	10%	90%	10%
8	Spring 1977	23	10.4%	99.9%		2	10%	100%	
		221	99.9%			20	100%		

1. Twenty-five percent (25%) of the EOPS students receiving Grant funds discontinued San Jose City College during or at the end of the first semester; 75% of entering EOPS students re-enrolled after the first semester. These figures represent 3.5% more EOPS grant students re-enrolling in Spring 1974 as compared to all other first time entering freshmen in Fall 1973.

2. After two years, 45% of the EOPS students receiving Grant funds who entered in Fall 1973 were enrolled at San Jose City College, compared to 27.2% of all other first time entering freshmen in Fall 1973.

3. After seven semesters, 10% of the EOPS students receiving Grant funds enrolling as freshmen in Fall 1973 were still enrolled compared to 10.5% of all other first time entering freshmen in Fall 1973.

Discussion of Findings in Table 3.1

The findings suggest that the attrition semester by semester of EOPS students who receive grants is lower as compared to all other first time day entry students.

Said another way, the retention of the EOPS students who received grants is better than all other first time day entering students.

Conclusion regarding the above

The EOPS grant is a significant factor increasing retention of EOPS students as compared to all other first time day entering students, especially when one considers their lower initial academic aspirations in relationship to other students.

TABLE 3.2

NUMBER OF SEMESTERS OF WORK COMPLETED BY EOPS STUDENTS
WHO RECEIVED FUNDS FOR WORK STUDY COMPARED WITH ALL OTHER
FIRST TIME ENTERING SAN JOSE CITY COLLEGE DAY STUDENTS

FALL 1973 - SPRING 1977

	ALL OTHER 1ST TIME DAY ENTRY STUDENTS					WORK STUDY EOPS DAY STUDENTS 1ST TIME ENTERING SJCC			
SEMESTER	LAST DATE OF ENROLLMENT	NO. DROPPED	%	ATTRITION CUMULATIVE %	% OF CONT. DAY STUDENTS	NO. DROPPED	%	ATTRITION CUMULATIVE %	% OF CONT. DAY STUDENTS
1	Fall 1973	63	28.5%	28.5%	71.5%	1	9.1%	9.1%	91.9%
2	Spring 1974	40	18.1%	46.6%	53.4%	3	27.3%	36.4%	63.6%
3	Fall 1974	18	8.1%	54.7%	45.3%	0	0.0%	36.4%	63.6%
4	Spring 1975	40	18.1%	72.8%	27.2%	0	0.0%	36.4%	63.6%
5	Fall 1975	12	5.4%	78.2%	21.8%	1	9.1%	45.5%	54.5%
6	Spring 1976	17	7.7%	85.9%	14.1%	3	27.3%	72.8%	27.2%
7	Fall 1976	8	3.6%	89.5%	10.5%	1	9.1%	81.9%	18.1%
8	Spring 1977	23	10.4%	99.9%		2	18.1%	100.0%	
		221	99.9%			11	100%		

1. Nine point one percent (9.1%) of the EOPS students receiving EOPS funds for work study discontinued San Jose City College during or at the end of the first semester; 91.9% of entering EOPS work study students re-enrolled after the first semester. These figures represent almost 20% more EOPS work study students continuing enrollment than all other first time entering freshmen.

2. After two years, 63.6% of the EOPS students receiving EOPS work study funds who entered in the Fall of 1973 were enrolled at San Jose City College, compared to 27.2% of all other first time entering freshmen in Fall 1973.

3. After three years, 27.2% of the EOPS students receiving EOPS work study funds enrolling as freshmen in Fall 1973 were still enrolled compared to 14.1% of all other first time entering freshmen in Fall 1973.

Discussion of Findings in Table 3.2

As was the case with EOPS students receiving grants, those receiving EOPS work study funds had a lower attrition rate (or higher retention rate) as compared to all other first time day entering students.

Conclusion regarding the above

The use of EOPS funds to pay EOPS students for work study is a significant factor in increasing retention of EOPS students as compared to all other first time day entering students.

TABLE 3.3

NUMBER OF SEMESTERS OF WORK COMPLETED BY STUDENTS
RECEIVING EOPS FUNDS FOR TUTORING COMPARED WITH ALL OTHER
FIRST TIME ENTERING SAN JOSE CITY COLLEGE STUDENTS

FALL 1973 - SPRING 1977

		ALL OTHER 1ST TIME DAY ENTRY STUDENTS				TUTOR EOPS DAY STUDENTS 1ST TIME ENTERING SJCC			
SEMESTER	LAST DATE OF ENROLLMENT	NO. DROPPED	%	ATTRITION CUMULATIVE %	% OF CONT. DAY STUDENTS	NO. DROPPED	%	ATTRITION CUMULATIVE %	% OF CONT. DAY STUDENTS
1	Fall 1973	63	28.5%	28.5%	71.5%	5	27.7%	27.7%	72.3%
2	Spring 1974	40	18.1%	46.6%	53.4%	3	16.7%	44.4%	55.5%
3	Fall 1974	18	8.1%	54.7%	45.3%	3	16.7%	61.1%	38.8%
4	Spring 1975	40	18.1%	72.8%	27.2%	3	16.7%	77.8%	22.2%
5	Fall 1975	12	5.4%	78.2%	21.8%	2	11.1%	88.9%	11.1%
6	Spring 1976	17	7.7%	85.9%	14.1%	1	5.5%	94.4%	5.5%
7	Fall 1976	8	3.6%	89.5%	10.5%	0	0.0%	94.4%	
8	Spring 1977	23	10.4%	99.9%		1	5.5%	99.9%	
		221	99.9%			18	99.9%		

1. Twenty-seven point seven percent (27.7%) of the EOPS students receiving Tutor funds discontinued San Jose City College during or at the end of the first semester; 72.3% of entering EOPS Tutoring students re-enrolled after the first semester. These figures represent .8% more Tutoring EOPS students continuing enrollment than all other first time entering freshmen.

2. After two years, 22.2% of the EOPS students receiving Tutor funds who entered in the Fall of 1973 were enrolled at San Jose City College, compared to 27.2% of all other first time entering freshmen in FAll 1973.

Discussion Regarding Findings of Table 3.3

The findings suggest the attrition rate for EOPS students who got EOPS funds for tutoring were similar for the first two semesters to all other first time day entering students, but the attrition rate of the students receiving EOPS funds for tutoring was higher when compared with EOPS students who received EOPS funds for grants and/or work study.

An investigation was made of the tutors who were given EOPS funds to tutor. The investigation revealed that 10 of the 18 tutors went on academic probation at one time or another suggesting that this group, more so than those who got EOPS grants and/or EOPS funds for work study were comparatively the highest attrition prone at the college.

Further investigation revealed that the Cooperative Learning Program Director selected the highest attrition prone as tutors to test the hypothesis in Fall 1973 that the process of tutoring would have a two-fold effect; namely, to increase the learning of the tutee as well as that of the tutor.

It should be noted, additionally, that the performance of tutors with regard to units completed is also lower as compared to EOPS students who were given grants and/or funds for work study. See Table 5.0 following and page 23 for additional narrative on this point.

NUMBER OF UNITS COMPLETED

Table 4.0 presents a comparison of the number of units completed by EOPS and all other Fall 1973 day students.

For all other first time entering Fall 1973 day students, 18.1% failed to complete any units as compared to 8.2% of the EOPS student total.

Of all other first time entering Fall 1973 day students, 28.2% completed 32 or more units in eight semesters of college as compared to 42.9% of the EOPS student total.

The total number of EOPS students completed more units on the average as compared to all other first time entering Fall 1973 day students.

Conclusion

Given that EOPS students completed more units on the average compared with all other first time entering day students, it is reasonable to conclude that factors helping EOPS students remain in college and succeed were not operating with all other first time entering day students. The most obvious factor for the above difference is the participation of the EOPS students in the EOPS funded Cooperative Learning Program.

See Table 4.0 for details on the units completed by the total EOPS group. For details on the behavior of each of the three sub groups of EOPS students with regard to units completed, see Table 5.0.

TABLE 4.0

PROFILES OF UNITS OF WORK COMPLETED BY FIRST TIME ENTERING FALL 1973 DAY STUDENTS AND TOTAL EOPS STUDENTS

STUDENT CATEGORY		UNITS COMPLETED				TOTALS
		0	1-31	32-63	64-95	
All Other 1st Time Entering Students	No.	40	119	46	16	221
	%	18.1%	53.8%	21.0%	7.2%	100.1%
Total EOPS	No.	4	24	14	7	49
	%	8.2%	49.0%	28.6%	14.3%	100.1%

TABLE 5.0

PROFILES OF UNITS OF WORK
COMPLETED BY CATEGORIES
OF EOPS STUDENTS

Unit Category		0	1-31	32-63	64-95	Total
EOPS Grants	No.	2	8	5	5	20
	%	10.0%	40.0%	25.0%	25.0%	100.0%
EOPS Work Study	No.	1	4	4	2	11
	%	9.1%	36.3%	36.3%	18.2%	99.9%
EOPS Tutor	No.	1	12	5	0	18
	%	5.5%	66.7%	27.8%	0.0%	100%
EOPS Total	No.	4	24	14	7	49
	%	8.2%	49.0%	28.6%	14.3%	100.1%

UNITS OF WORK COMPLETED BY SUB CATEGORIES OF EOPS STUDENTS

Of the EOPS students who were awarded EOPS funds for work study, 54.5% completed 32 or more units in eight semesters of college followed by 50.0% who received grants, and 42.9% who were given EOPS funds for tutoring.

None of the EOPS students who were given EOPS funds for tutoring completed 64 or more units.

It was stated above that the tutors were selected partly on the basis of being among the highest attrition prone to test the hypothesis that they as well as their tutees would increase their learning through their tutoring. There are no records of tutees who received tutoring from EOPS tutors, thus, the effect of tutoring for those persons is unknown. The data available do not conclusively indicate a positive effect on tutor learning as a result of tutoring. Whether or not tutoring helps the tutor learn has not been determined.

CUMULATIVE COLLEGE GPA

Of the total EOPS student population, 83.7% had cumulative college grade point overages of "C" or better as compared to 70.1% of all other first time entering Fall 1973 students.

EOPS students are considered high attrition prone. That the EOPS students at SJCC had better GPA's than the control group of all other first time entering Fall 1973 students suggests the EOPS population, on the average, was more able, or the control group less able, or that the EOPS funded Cooperative Learning Program was a significant factor in helping EOPS students perform.

Conclusion

From these data, the most reasonable conclusion is that the EOPS funded Cooperative Learning Program was a major factor contributing to the better GPA's of the EOPS students.

For more detail see Table 6.0 that follows.

TABLE 6.0

CUMULATIVE COLLEGE GRADE POINT AVERAGE OF ALL
OTHER FIRST TIME ENTERING AND EOPS STUDENTS
FALL 1973 - SPRING 1977

CUMULATIVE GPA	ALL OTHER 1ST TIME ENTRY STUDENTS		EOPS GRANTS		EOPS WORK STUDY		EOPS TUTOR		EOPS TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
A - 4.00	8	3.6%	0	0.0%	0	0.0%	1	5.5%	1	2.0%
B - 3.00-3.99	50	22.6%	2	10%	1	9.1%	1	5.5%	4	8.2%
C - 2.00-2.99	97	43.9%	14	70%	8	72.7%	14	77.8%	36	73.5%
D - 1.00-1.99	26	11.8%	1	5%	0	0.0%	1	5.5%	2	4.1%
F - 0.00-0.99	40	18.1%	3	15%	2	18.2%	1	5.5%	6	12.2%
	221	100.0%	20	100%	11	100%	18	99.8%	49	100.0%

NUMBER WHO TRANSFERRED TO A FOUR YEAR COLLEGE

After eight semesters of work, of the first time entering Fall 1973 EOPS students, 14.3% transferred and were accepted by four-year universities as compared to 10.0% of all other first time entering students. Considering the disadvantage of EOPS students and their initial academic expectations, this difference gives evidence of the efficacy of the Cooperative Learning Program. Of all the factors for explaining why the EOPS students should outperform all other students, this one is the most reasonable.

For more detail see Table 7.0 that follows.

TABLE 7.0

NUMBER AND PERCENT OF
EOPS FIRST TIME FALL'73 STUDENTS
WHO TRANSFERRED TO A FOUR YEAR COLLEGE

	All Other First Time Day Students		EOPS Total	
	No.	%	No.	%
Transferred to Four Year College	22	10.0%	7	14.3%
Did not Transfer	199	90.0%	42	85.7%
Totals	221	100.0%	49	100.0%

PART II

Although not part of the original EOPS special project proposal, several members of the advisory committee for EOPS recommended we attempt to contact EOPS students by telephone and/or questionnaire.

A follow-up interview guide, developed by Drs. M. Stephen Sheldon and Russell Hunter used in their statewide study, entitled Statewide Student Study to Supplement SAM, was adapted for this part of the EOPS follow up. (See Appendix B for copy of this interview guide.)

Part II of this study represents an effort to make personal contact with EOPS students who six years ago were first time enrollees of San Jose City College as well as to explore the problems of such follow up.

Since telephone numbers were available, we decided to contact by telephone each of the 49 students of the EOPS population.

The following problems were encountered:

1. The telephone numbers on the student record files were no longer valid in most cases. This necessitated searching the phone book for new numbers.

2. Of the students we contacted, five out of the 12 were unavailable and it was necessary to ask questions of other family members. One result of this was that many questions on the interview guide could not be answered validly.

3. At least three attempts were made to contact the numbers we secured. What we encountered is detailed below:

1) Wrong number, no new number	15	30.6%
2) No answer	13	26.5%
3) Completed call; talked to person	7	14.3%
4) Completed call; talked to family member	5	10.2%
5) Too far to call	3	6.1%
6) Disconnected	2	4.0%
7) Left message; no return call	2	4.0%
8) Respondent not there; no one could respond to questions	1	2.0%
9) Line always busy	1	2.0%
	49	99.7%

4. Of the 49 EOPS students in the population, we were able to talk directly to seven or 14.3%. We completed parts of the interview guide on still another five or 10.2% by asking family members about their son's or daughter's progress. Hence, at best, our rate of response was 24.5%--hardly adequate to make reliable and valid generalizations.

Given the problems above it is not possible to offer rigorous findings and conclusions based on Part II of the follow up. However, since contact was made with 12 of 49 EOPS students, we were able to compile the following anecdotal data presented below by respondent category:

EOPS Respondent #1

5/30/79 8:30 p.m. Grant Recipient SB 164	Got married. Dropped out '73 (first semester) Major - Childhood Education. Came back '74 - Dropped out again. Major - Accounting, Business Presently working as an accountant for the County full time. Not too familiar with [the EOPS] program.

Respondent #2

5/30/79 7:15 p.m. Tutor - Spanish CLP - '73	Presently attending De Anza College Taking E.S.L. Classes - 6 units Completed 21 units Married/3 dependents Working - CETA Position/40 hrs. wk. In an occupation related to college training Had problems with E.S.L. teachers in '73 because she was a Mexican and could not speak or understand English very well. Needed academic counseling; did not receive it. Left City College because of illness. Planning to come back within next 12 months. Day classes. Quote: "CLP* helped me a lot. It tutored in Spanish and translating English to Spanish and Vice-versa helped me a great deal in my own problems with the English language."

*CLP - The Cooperative Learning Program funded by EOPS at San Jose City College.

Respondent #3

5/25/79 8:30 a.m.
Clerical Salary
CLP

Presently a Junior at San Jose State University.
Needs two more semesters for B.A. - Major,
Behavioral Sciences

Peruvian

Training for a counseling job.

Single/1 depdendent

Working at Santa Clara County Psychiatric Unit.
40 hrs/wk $5.00 per hour.
In an occupation related to her college training.

Not speaking English was a problem in some
classes.

Foreign student counselors were not well prepared.

Graduated from City College
A.A. - Behavioral Sciences
Continuing at San Jose State University -
Day Classes.

Quote: "The CLP Program was not like a regular office. It had a warm feeling and you felt like a big family."

Respondent #4

5/31/79 8:30 p.m.
Grant Recipient '73
BEOG - COG - SB 164

B. A. from San Jose State University
Major - Liberal Arts

Married

Working Full-time 40 hrs/wk $8.00 per hour
In an occupation related to college training

Mexican American

Plans to continue school.
Will go to San Jose State University for Masters
within next 12 months.

Quote: "If not for financial aid, which I received, I never would have gotten through college. Many of us wouldn't have.

"The counselors need to help us more with academic problems."

Respondent #5

5/30/79 8:00 p.m.
Tutor - CLP '73

Spoke to niece

Graduated with B.A. from Westchester State, Pennsylvania

Major - English

Moved to New York - Presently a tutor in the Saran School, and taking acting lessons.

Respondent #6

5/25/79 8:00 p.m.
Grant Recipient
CLP '73

Talked to sister

Last school attended - Cal Poly

B.A. in Physical Education

Married

Money was definitely a problem in school.

Black

Reason for leaving City College - Transferred to Cal Poly.

Respondent #7

5/29/79 9:30 p.m.
Tutor
CLP '73

Presently attending San Jose City College/ San Jose State
6 units/completed 110 units
General Education classes.

Major - Business Administration

Reason for coming to school - Student Athlete and wanted a degree in business.
Training for manager of own business.

Single/No dependents. Anglo

Money was a problem in school.

Received financial aid - BEOG, COG, Work exp. and student loans.

Needed academic counseling at that time (1973) Also rules of school.

Reason for leaving City College - transferred to San Jose State University.

Presently working full-time 45 hr/wk. $1,000 per month.
In a job related to college training.

Respondent #7 continued

Plans to attend San Jose State University/ San Jose City College within next 12 months during the day.

Quote: "I'm glad I was able to help someone. They in turn helped me by making me feel good inside."

Respondent #8

5/25/79 8:00 a.m.
CLP - Tutor '73

Last school attended - San Jose State Univ.

Anglo

Got married. Moved to Oregon.

Respondent #9

5/30/79 8:15 p.m.
CLP - Tutor '73

Last school attended - San Jose City College
54 units completed

Reason for coming to school - better education
Single/No dependents.

Money was a problem in school.

Received BEOG, SB 164.

Mexican American

Working full-time 40 hrs/wk
In an occupation related to college training

Left City College because of financial reasons.

Respondent #10

5/30/79 9:15 p.m.
EOPS Grant '73

Last school attended - San Jose State Univ.
No degree. Major General Education (Journalism)

Divorced - 1 dependent

Mexican American

Needed tutoring but didn't know about it.
Received SB 164 Grant.

Not working presently receiving AFDC

Money was a problem in school

Left City College because of discouragement.
Not enough counseling. Complained a lot about counseling staff.

Respondent #11

5/25/79 10:30 a.m.
CLP - Tutor '73

Spoke to mother

Did not finish college.

Presently living in Los Angeles.

Doesn't know if working or not.

Respondent #12

5/25/79 8:15 a.m.
EOPS Grant '73

Last attended college - Evergreen Valley College
No degree - left school Fall 1978
Major - Engineering

Single/3 dependents

Money was a problem in school.
Received Financial aid - BEOG, SEOG SB 164

Needed tutoring in Math.

Black

Found the fact that he was black to be a problem in the Electronics Dept.

Presently working full time 40 hrs/wk $200/wk

Working in an occupation which he prepared for in college.

Transferred from City College to Evergreen because of major.

Plans to go to Evergreen to continue his classes in the evening.

DISCUSSION AND SUMMARY OF PART II

Unlike Part I of this study that uses the student record file and, hence, is based on reliable data, Part II was fraught with problems.

Perhaps the best we can conclude from our experiences with Part II is to caution others that the return for the effort expended will in all probability be hard to justify.

To get a high rate of response from former EOPS students will require keeping contact with at least a sample of students as they progress through college. If students understand the importance of follow up and, while in college, have been advised that such follow up will be made, their cooperation should facilitate high response rates and reasonably good data.

In this regard, the study by Sheldon and Hunter, Statewide Student Study to Supplement SAM, offers one of the best known analogues for follow-up study using interview guides. Their study is a statewide sample of California community college students. Thus, they are in effect collecting base line data on students we labeled "all other" in our study. By applying their procedures to samples and/or populations of EOPS students at the colleges in their study, comparisons between groups can be made and statewide base line data comparing EOPS and all other students can be established.

CONCLUSIONS

The following general conclusions are warranted:

1. The methodology and process employed in the pilot study at San Jose City College can be readily adapted for comparative follow-up on similar questions at other California community colleges.

2. Although the initial academic expectations were considerably lower for Extended Opportunity Program Services (EOPS) students who entered San Jose City College in Fall 1973 for the first time, when compared with all other first time entering Fall 973 day students, after eight semesters, the EOPS students:

   - Received a higher percentage of A.A. degrees.
   - Had a higher retention rate.
   - Completed more units.
   - Had higher GPA's.
   - Enrolled a higher precentage at four year colleges/universities.

3. Involvement in the EOPS funded Cooperative Learning Program at San Jose City College is the most reasonable explanation of the better performance of EOPS students compared with all other first time entering Fall 1973 students at San Jose City College.

RECOMMENDATIONS

It is recommended that:

1. California community colleges who participate in EOPS programs complete studies similar to Part I of this study using Fall 1975 as their choice of time. (The definition of "EOPS" student was operationalized for all colleges in Fall 1975 permitting statewide comparisons and enough time has elapsed to allow for follow up on the variables selected in this study.)

2. If EOPS students are to be personally contacted after graduation by use of interview guides and/or questionnaires, the statewide follow-up study entitled, Statewide Longitudinal Study for Community Colleges, directed by Drs. M. Stephen Sheldon and Russell Hunter, be considered as a model for completing this type of follow up on a statewide basis.

3. The Chancellor's Office through their EOPS staff and resources provide for carrying out the above projects.

APPENDIX A

GUIDELINES FOR REPLICATION

To replicate this study the following steps need to be completed:

1. Decide on the year and semester of students to be studied. We recommend Fall 1975, since a definition of EOPS student* was standardized and also because enough time will have elapsed between then and Fall 1979 to allow a student to complete work at the community college.

2. Once the semester of study is selected, identify all first time entering day students for that semester. From this population, EOPS students can be identified by using the definition below. Hence, the outcome are two populations: (1) All other first time entering day students of a given semester, and, (2) EOPS first time entering day students for that same semester.

3. Chances are the EOPS group will not exceed 200 or more, so we recommend using the entire population rather than a sample of EOPS students.

   The category "all other day students," however, will be quite large and we recommend a sample of 250 to avoid unnecessary work.

4. To arrive at a random sample of "all other first time entering day students" for a given semester, there are several ways to proceed. One is to use a ramdom sample generator and the computer. Another is to number the known population of first time entering day students for the semester selected and then, using a table of random numbers, select the students for the sample. Still another is to use the last two digits of the students' social security numbers, which happen to be randomly distributed, to arrive at a

*An EOPS student is anyone who meets EOPS eligibility criteria and who received a grant and/or EOPS services.

sample. Of the above procedures, the last my be the most unfamiliar; hence, we will give an example of how to proceed using this approach.

The first step is to select at random any number from 00 to 99. Say we selected number 33. We would take every student in our population of first time entering day students for the semester being studied for our sample until we either exhausted the numbers or reached our sample size. If the sample size were not reached at random, we would pick at random another number say 56, and proceed until sample size was reached.

5. Once the two groups, namely, the sample of all other first time entering day students by semester and EOPS students (either a sample of EOPS or the entire population of first time entering EOPS students by semester) are identified, a matrix for collection of information should be developed. An example of such a matrix which can be coded for keypunching and subsequest computer analysis follows.

MATRIX FOR DATA COLLECTION

	NAME	SOCIAL SECURITY NO.	ADDRESS	PHONE	SEMESTER ENTERED	UNITS ATTEMPTED	UNITS COMPLETED	GPA
	cc 1-20	21-29	30-50	51-60	61-63	64-66	67-69	70-73
1.								
2.								
3.								
4.								

	AA DEGREE GRANTED 1=yes 2=no	TRANSFER TO 4-YR. COLLEGE 1=yes 2=no	SEMESTER LEFT AND FAILED TO RETURN	COLLEGE OBJECTIVE AA=1 AB=2 Other=3	CARD
	cc 74	75	76-78	79	80

The collection of additional data is encouraged depending on the availability of records and data. The above Matrix is merely an example. We recommend completing the matrix by hand for several students to check its adequacy before finalizing the format for keypunching. Once the data are keypunched, on-shelf computer analysis programs can be used for regression analyses of selected variables.

6. After the data matrixes of the two groups being studied have been completed by taking data from the student record files, we recommend using this study, What Happened to EOPS Students of Fall 1973?, and developing tables identical to those of the study. A l s o, the narrative of this study can be followed as a guideline for explaining the tables.

7. With regard to the Part II follow-up, an interview guide developed from the statewide follow-up study, entitled Statewide Student Study to Supplement SAM, is attached. Completing this interview guide should provide additional comparative data and/or at least serve as a starting point for the development of an interview guide.

   A word of caution with regard to Part II follow-up. Although we are confident of our results from Part I of this study, because the data are reliable and procedure rigorous, the rate of response of the Part II follow-up is so low it practically renders the responses worthless. About the best one can say is that of those who responded this is how that group behaved. The missing data from those we were unable to contact might greatly change the outcomes. Hence, it is difficult to evaluate the data that is retrieved.

   In our judgment the time and dollar costs of the Part II follow-up do not appear justifiable unless response rate is 70% or higher. For a more promising procedure see the recommendations on page of the study entitled What Happened to the EOPS Students of Fall 1973.

8. Finally, if you have unanswered questions, please do not hesitate to call Paul P. Preising, District Director, Grants and Research, San Jose Community College District, at (408) 274-6700 extension 371 or 372.

APPENDIX B

SAMPLE INTERVIEW GUIDE

Good morning/afternoon. This is _____ of the San Jose Community College District. We're doing a survey of students who attended San Jose City College in the Fall of 1973, and I wonder if I might have a few minutes of your time.

You have been selected as part of a long-term study designed to help City College improve the service provided by the college. I will be asking you questions about goals, present job status, and certain kinds of problems that you may have encountered at the college. In answering these questions the college will be able to (1) determine the extent to which college programs are helpful to students and (2) to pinpoint areas of difficulty students are having so that solutions can be sought.

ARE YOU PRESENTLY ATTENDING COLLEGE? _____

WHAT WAS THE LAST SCHOOL YOU ATTENDED? _____

WAS IT A PUBLIC SCHOOL? _____

HOW FAR DID YOU GO? GET A DEGREE? _____

HOW LONG AGO DID YOU LEAVE SCHOOL? _____

HOW MANY SEMESTERS DO YOU PLAN TO ATTEND _____? _____

WHAT WAS YOU MAIN REASON FOR GOING TO COLLEGE? _____

WHAT IS/WAS YOUR MAJOR? _____

WHAT KIND OF A JOB ARE/WERE YOU TRAINING FOR? _____

If non-traditional major (e.g. a woman in auto-mechanics)

AS A MAN/WOMAN, WHAT PROBLEMS DO/DID YOU HAVE IN (name of program)? _____

_____

HAVE YOU EVER BEEN MARRIED? _____

HOW MANY PEOPLE ARE DEPENDENT UPON YOU FOR FINANCIAL SUPPORT? _____

ARE YOU PRESENTLY WORKING? _____

HOW MANY HOURS A WEEK DO YOU WORK? _____

DO YOU MIND TELLING ME HOW MUCH YOU MAKE? _____

WHAT WERE YOU DOING IN THE WAY OF WORK THIS TIME LAST YEAR? _____

ONE OF THE PURPOSES OF THIS STUDY IS TO FIND OUT IF PEOPLE WITH HANDICAPS HAVE ANY SPECIAL PROBLEMS ON THIS CAMPUS. IS THEIR ANYTHING THAT HANDICAPS YOU IN YOUR WORK A (name of college)? _____

DOES THIS CAUSE YOU ANY DIFFICULTIES? _____

IS/WAS MONEY A PROBLEM FOR YOU IN SCHOOL? _____

ARE/WERE YOU GETTING ANY KIND OF FINANCIAL AID? _____

WHAT KIND OF AID? _____

DO YOU THINK YOU MIGHT (HAVE) NEED(ED) HELP WITH THINGS LIKE READING OR MATH? _____

DO/DID YOU KNOW ABOUT

YOU SEEM TO HAVE A SLIGHT ACCENT. IS ENGLISH YOUR NATIVE LANGUAGE? _____

DOES/DID THIS MAKE IT HARDER FOR YOU IN CLASS? _____

DO YOU MIND TELLING ME WHAT ETHNIC GROUP YOU BELONG TO? _____

DO/DID YOU FIND THAT CAUSE(S)(ED) YOU PROBLEMS AT (name of college)? _____

YOU SAID EARLIER THAT YOU WERE A HOMEMAKER/HOUSEWIFE. ARE YOU PLANNING TO RETURN TO WORK? _____ IS THAT YOUR REASON FOR COMING TO SCHOOL?

_____

WHAT KIND OF COUNSELING DO/DID YOU THINK YOU MAY (HAVE) NEED(ED) AT (name of college)? _____

WHAT IS YOUR PRESENT EMPLOYMENT STATUS? (Working full time, part-time, military, etc.)? _____

WHICH SINGLE STATEMENT BEST DESCRIBES YOUR PRESENT JOB?

a. In an occputation for which I prepared while in college. _____
b. In an occupation related to my college training. _____
c. In a field <u>not</u> related to my college training. _____
d. Apprenticeship Program (Specify) _____

YOU SAID YOU WERE ATTENDING COLLEGE. HOW MANY UNITS ARE YOU CARRYING? _____
HOW MANY HAVE YOU COMPLETED? _____

HOW WELL DID YOU COLLEGE OCCUPATIONAL TRAINING PREPARE YOU FOR THE SKILLS YOU NEED ON YOUR PRESENT JOB?

a. Poorly _____
b. Fairly Well _____
c. Well _____

DO YOU FEEL THAT YOUR COLLEGE OCCUPATIONAL TRAINING WAS IMPORTANT TO YOU IN GETTING YOUR PRESENT JOB?

a. Not at all _____
b. Some _____
c. A great deal _____

WERE YOU EMPLOYED PRIOR TO TAKING YOUR WORK AT COLLEGE? _____

If Yes:

At a lower level? YES NO
At the same level? YES NO

IF NOT EMPLOYED IN A FIELD RELATED TO YOUR OCCUPATIONAL TRAINING, WAS YOUR OCCUPATIONAL TRAINING OF VALUE TO YOU? _____

WHY DID YOU LEAVE SAN JOSE CITY COLLEGE?

Graduated from San Jose City College _____
Moved out of the San Jose City College District _____
Transferred to another college. Name _____ _____
Transferred to another college but not now enrolled _____
Military service _____
Desired curriculum offerings not available _____
Quality of instruction was below what I thought it shoud be _____
The benefits of my studies did not justify the work required _____
Financial reasons _____
OTHER (Please explain) _____

HOW WOULD YOU RATE THE OVERALL QUALITY OF EACH OF THE FOLLOWING AT SAN JOSE CITY COLLEGE?

	Excellent	Good	Fair	Poor
Teaching staff	_____	____	____	____
Counseling staff	_____	____	____	____
Academic standards	_____	____	____	____
Variety of courses offered	_____	____	____	____
Administration	_____	____	____	____

DO YOU INTEND TO TAKE ADDITIONAL COURSES AT ANY COLLEGE (INCLUDING SAN JOSE CITY COLLEGE) WITHIN THE NEXT TWELVE MONTHS? _____

WHERE WILL YOU TAKE THESE COURSES? _____

WILL YOU TAKE THEM IN THE EVENING OR THE DAY? _____

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 28 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES